ALUMNI ORGANIZATIONS

The first arrivals reached New Haven Wednesday evening and early Thursday morning for a meeting of the Executive Committee of the Alumni Board in the Corporation Room in Woodbridge Hall. Most of the others arrived later in the day to settle down in accommodations provided by the University and seek out friends and classmates.

The convocation itself began on Friday morning with separate meetings of several of the alumni groups. Luncheon in the various residential colleges was followed by an afternoon symposium for all alumni and wives in Sprague Hall. Archibald MacLeish, '15, poet and playwright, T. Keith Glennan, '27 S., Administrator of the National Aeronautics and Space Administration, and Alan T. Waterman, Director of the National Science Foundation, spoke on various aspects of "The Arts and Sciences and the National Purpose," with William P. Bundy, '39, Staff Director of the President's Commission on National Goals, acting as moderator.

President Griswold, speaking at the Friday evening banquet, called the University's program to raise the equivalent of $69,500,000 for further development of the arts and sciences "probably the worthiest any of us will support in our lives" and urged those present to support the University "not just from emotion, not just for the preservation of a monument, but as a going concern, a vital force . . . the most practical means of achieving our national goals."

The convocation continued on Saturday with meetings of the Alumni Fund, the Class Officers Association, and the Alumni Board, at the latter of which Arthur Greenfield, 2d, '47, was unanimously elected Executive Secretary. A reception in Woolsey Hall and a buffet luncheon in the Sanitized - Approved For Release : CIA-RDP75-00001R000100280073-7 Yale-Columbia football game.

Friday evening banquet.

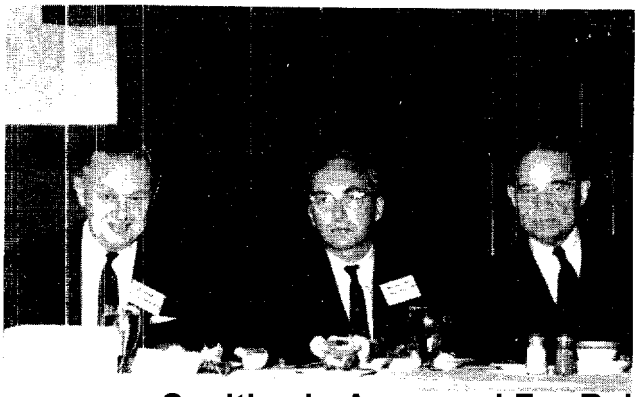
Sprague Hall audience at the Friday afternoon symposium.

The Theme

Excerpts from the opening remarks of William P. Bundy, '39, Staff Director of the President's Commission on National Goals.

William P. Bundy, '39.

The Glee Club sings for its supper.



Frank O. H. W[illegible] and [illegible] Irving Olds, '07.

I suggest at the outset that our national purpose is in less doubt today than at many times in the past. The real source of difficulty and confusion is that there are so many general and specific goals involved in working toward it, some of which can be had only at the expense of others. It is these issues that the Commission for which I work hopes to illuminate.

A national purpose has three different facets. It is a dream, an ultimate ideal—for the U.S., a nation and in the end a world in which men can fulfill in freedom their individual shares in the human adventure.'

It is a style, a way of running society—the democratic process, a high degree of equality of opportunity, and a diffusion of power and responsibility throughout a host of public and private groups in a vast land.

And it is certain key collective tasks—opening the West, running the economy, thwarting hostile powers, and—the part that is only now coming to full fruition—lending our weight to the greatest possible extent to build an open, peaceful, increasingly free world order.

A dream, a style, and jobs to do—each interacting on the other. And the arts and sciences have a deep relationship with all three facets, a relationship which when spelled out has its own conflicts and difficulties, just as applying the national purpose does. And this, I take it, is what we are here to talk about.

The arts and sciences are in the first place a part of the dream itself—in this sense they *are* the national purpose.

Nearly 20 years ago, in May of 1941, Judge Learned Hand spoke across the street from this hall, at a dinner of the Elizabethan Club and the Signet Society of Harvard. It was a tense time, in which our national purpose was being more gravely questioned and doubted than at any other time in my life. The Judge's topic was liberty, and in the end he found it based on a faith—

> *". . . The faith that our collective fate in the end depends upon the irrepressible fertility of the individual, and the finality of what he chooses to call good. It is the faith that neither principalities, nor powers, nor things present nor things to come, can rightfully suppress that fertility or deny that good."*

But before this passage, the Judge also put the matter [illegible] that we were related to the apes, with their distressing manners and

lack of reserve, and not to the dignified members of the cat family.

"It is all very trying, and yet here will I pitch my tent." Like the ape, he found, we rose—simply because we kept "monkeying around." And he went on:

"True, there is a difference, because although the ape meddles, he forgets, and we have learned, first to meddle and remember, and then to meddle and record. But without the meddling nothing would have happened of all that glorious array of achievement: battleships, aeroplanes, relativity, the proton, neutron, and electron, TNT, poison gas, sulfathiazole, the *Fifth Symphony,* the *Iliad,* the *Divine Comedy, Hamlet, Faust,* the *Critique of Pure Reason, Das Kapital,* the Constitution of the United States, the Congress of Industrial Organizations, Huey Long, and the New Deal. All these from just "monkeying around"!

I think you will find all of the arts and sciences in that catalogue. Meddling, recording, monkeying—are there any activities more central to the ideal element of our national purpose?

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Now, of course, the tie between the arts and sciences and the national purpose can't get anywhere—at least anywhere worthwhile—unless the pursuit of the arts and sciences, for their own sake, is going full blast. Otherwise faculties will dry up, and students fail to acquire one of the most important parts of wisdom—the realization of how little of knowledge they have learned, and how little even their teachers know!

Let us turn to the third facet of national purpose—the big collective tasks on which this nation is embarked.

Two high needs in particular have now arisen. One is in the area of the physical and natural sciences, on which Dr. Waterman and Dr. Glennan can speak. If I may now depart from the moderator's role of putting up a scaffolding for the artists that follow, my own hobby horse is second, lying in the area of the social sciences—what is the role of the university in relation to this country's tasks in world affairs, especially the so-called underdeveloped areas of the world?

We have learned, in the last decade, and even in the last month, about the dimensions of the task we share with the other advanced nations of the world. But we are still feeling our way.

How much of the lives, for what proportion, of our college graduates will be spent on some aspect of this national task? C. P. Snow, in his *Two Cultures,* says that it may be as much as ten years in the life of every technically trained man. Four hundred thousand Americans went abroad on business or pleasure in 1939—4 million in 1960, of whom perhaps a million were abroad for long periods. This last figure will surely be doubled by 1980, and a large proportion must be from those college graduates who will by then—to repeat—be nearly half of all the age groups coming to maturity in the meantime.

Is this, then, a new profession calling for its own special form of higher education? My own instinctive revulsion at the suggestion, for example, of a Foreign Service Academy like the military service academies, is fortified by Harlan Cleveland's well demonstrated conclusion that this is *not* the way. Not merely by inertia but by conviction, we shall keep the arts and sciences at the center of this as of all our other types of training.

But we shall certainly have to enlarge the ingredient of area programs, and to a lesser extent, of language training. A cafeteria university would soon cease to be a university and in the end would not be much of a cafeteria. But these are studies that can and should be pursued in depth, with that combination of research, undergraduate training, and mixing with other subjects that go back to our first principles of the pursuit of knowledge and our style in it.

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More arts and sciences graduates living and serving abroad—many more foreign students studying here—the relationship, of course, may go far beyond this. Some of the more specific forms of research and study will not fit the university pattern; others will belong in a technical setting.

But if we are truly working toward a world where understanding matches material interdependence, there can be no doubt that the arts and sciences will be at the root of the matter. The tasks of the nation, and of the arts and sciences, are overwhelming. To do them will take a minor miracle.

The Sciences

Excerpts from the talks by T. Keith Glennan, '27 S., Administrator of the National Aeronautics and Space Administration, and Alan T. Waterman, Director of the National Science Foundation.

T. Keith Glennan, '27 S.

Alan T. Waterman.

President Griswold speaks to members of the various Program area committees.

T. Keith Glennan

Although man has looked to the stars for his inspiration throughout recorded history, it took the shock of Soviet accomplishment to set in motion in this country a wide-ranging program of research and development by means of which it is hoped that we may gain greater understanding of the cosmos and discover, perhaps, something of the origin of the universe—even of life itself.

The dimensions of that program have been reported many times but are little understood. The welter of words flowing from the pens of our own public information people, the imaginative but sometimes misleading or less-than-objective statements that appear in magazines and newspapers, as well as public pronouncements out of Washington that may tend to be obscure to those not in touch with the day-to-day happenings in Congress and the Executive Branch, must make it difficult, if not impossible, for the average, so-called informed citizen to understand just what is going on and how important it is that large sums of money be devoted to a program of this kind.

Very briefly stated, the nation's program for the exploration of outer space for peaceful purposes for the benefit of all mankind—to paraphrase the policy statement in the Space Act of 1958—is already an impressive activity. Its dimensions, quite aside from the activities of the Department of Defense in space, may be stated in terms of men, facilities, money and program.

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The program we are carrying out is intended to satisfy a number of objectives as stated in the Space Act of 1958. Among these we find:

—the expansion of human knowledge of phenomena in the atmosphere and space;

—the preservation of the role of the United States as a leader in this field and in the application of this new technology to the conduct of peaceful activities;

—the establishment of long-range studies of the potential benefits to be gained from such peaceful activities utilizing the space environment; and

—cooperation by the United States with other nations in this work and in the peaceful applications thereof.

The major elements of the broadly based and wide-ranging program we have underway can be divided into three categories—scientific investigations in space, including the exploration of the moon and the nearby planets; the development of useful applications of